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ABSTRACT

The Education Park is designed to provide special facilities and services for community groups. By community groups we mean not only adults or those who have completed school, but school-age children regardless of their school affiliation who can reach the Education Park to utilize its facilities after the normal day school hours are completed. The principal means by which community personnel will be served at the Education Park is through the creation of an extensive youth and adult center. This center will provide a combination of recreational, avocational, and quasi-academic activities. Formal academic offerings will be provided through the following kinds of school organizations: (1) after-school study centers; (2) evening high school; (3) community education centers; and (4) summer school programs at the primary, intermediate, and high school levels. The total pupil capacity planned for the Northeast Bronx Education Park is 10,400 pupils. To provide more manageable numbers of pupils at each of the three levels, it has been decided to organize units at each school level. Pupils within each unit will remain in it for the duration of their stay at the school level (primary, intermediate, or high school) and will take the majority of their school program including their physical activities and lunch, with other students in the same unit. (Author/JM)

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Lawrence A. Pinkel

The Education Park And Its Community

1. The Community's Contribution

It is expected that community influence on the Education Park program will be exercised mainly through an advisory panel consisting of community leaders from each of the neighborhoods served and representatives of the Education Park parents' associations. These associations will be organized on a unit basis, just as the children will be organized; and a federation of the various unit associations will form a Parent Association of the Education Park as a whole. It will be the function of this advisory panel to meet with the head of the Education Park and with the school principals, and to make known to the responsible school officials the interests and recommendations of community groups. Not only will trade advice for the vocational courses be offered through a vocational council, but a broad occupational advisory service will be made available through the participation of local labor and management in this council.

Some facilities within the Education Park are planned exclusively for use by community groups. Thus, it will be possible for social and other groups to use meeting rooms during the school day, and for continuing programs to be provided in these facilities for golden-age organizations and other community groups.

2. The Park's Contribution

The Education Park is designed to provide special facilities and services for community groups. By community groups we mean not only adults or those who have completed school, but school-age children regardless of their school affiliation who can reach the Education Park to utilize its facilities after the normal day school hours are completed. The principal means by which community personnel will be served at the Education Park is through the creation of an extensive youth and adult center. This center will provide a combination of recreational, avocational and quasi-academic activities.

Formal academic offerings will be provided through the following kinds of school organizations:

a. After-school study centers.
b. Evening high school.
c. Community education centers.
d. Summer school programs at the primary, intermediate and high school levels.

The facilities of the pupil personnel center will be available for counseling and consultation for those who are not registered students in the Education Park. For instance, adults interested in educational or vocational counseling may be counseled here, or children may be referred to this center from other schools in the vicinity of the Education Park.

Parent education will be an important contribution of the Education Park to its community. Parent education rooms are set aside in each of the primary school units where topics related to child care and child development will most naturally be treated for parent groups. However, the presence at the same general location of diversified facilities for the teaching of home economics, the demonstration of skills in home nursing, child care, home decoration, cooking, and clothing design and construction will make this parent education facility far more comprehensive than would be possible in separate facilities for each school level.

It is expected that the Education Park will be a cultural center for its community. The art studios and museum are obvious contributions in this direction, as are the music education facilities of the Park. However, the principal facilities for cultural programs in the Education Park will be the auditorium, little theater and communications center. The auditorium will provide acoustically excellent facilities for music programs of all kinds. The little theater will provide a setting for stage presentations and for more intimate audience situations with instrumentalists and vocalists. Moreover, the little theater will provide a setting for community dramatic groups. The communications center will provide not only access to taped lessons and instructional materials, but access to its studio facilities for community groups interested in developing their own programs of a dramatic or instructional nature. The possibility of linking home TV sets to the Education Park's circuits will be explored.

The various combination rooms provided in each school unit for eating and other purposes will make available to community groups facilities for meetings with snack service or even with full dinner service for groups ranging in size from 75 to 600.

The contribution of the Education Park to a constructive recreational and leisure time program for youth during summer periods and other periods during which large numbers are free of school-related chores should be decisive. The training pool should make it certain that no youth within reach of this facility will be with-

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out basic aquatic skills. The competitive pool, gymnasium, 1/4 mile track and outdoor athletic fields should insure a great variety of constructive leisure time activity, and the air conditioned instructional facilities will be a powerful magnet to attract youth from the streets into academic or vocational courses during the summer months. Outdoor facilities for court games, skating and dancing will be illuminated to evening hours for maximum use by the community.

Organization and Administration

The total pupil capacity planned for the Northeast Bronx Education Park is 30,000 pupils. This is a vast number and one with which individual pupils cannot be expected to relate directly. In fact, it is highly probable that serious problems would be involved if there were an attempt to have pupils consider themselves as "one out of 30,000."

To counter this possibility and to provide more manageable numbers of pupils at each of the three levels, it has been decided to organize units at each school level. Pupils within each unit will remain in it for the duration of their stay at the school level (primary, intermediate or high school) and will take the majority of their school program, including their physical activities and lunch, with other students in the same unit. Each unit will be supervised by a unit head who will hold a supervisory license and will function in most respects as the supervisor of a separate school of small size.

The unit itself has a fairly large number of pupils, but it is expected that the guidance program will be so organized that children will remain with the same counselor for the duration of their assignment to any school level. Counselors, therefore, will be assigned to school units, and there will be reasonable divisions of children within each school unit which will number no more than 250 for guidance purposes. At the high school level it is expected that the same homeroom teachers will carry heterogeneous homerooms across the 4 complete four-year cycles; these homeroom teachers, plus the guidance counselors, will make it possible for the high school students to organize a unit of assignment, and to feel a sense "home base" within the large school park population.

The four units at each school level will comprise the field of supervision for a single principal at each of the school levels. The principal's assignment will be basically in the fields of community relations, curriculum coordination, guidance and improvement of teaching. It is believed that with the unit as the basic element of his responsibility, and with many administrative chores removed from his office, the principal's span of control over four units will not be excessive.

The Education Park will be operated on a non-graded basis to the maximum extent possible. This presupposes that accuracy and speed in record keeping will be made possible by computer-based equipment. Individual programs will be prepared and stored for children in the Education Park, and the recordkeeping and program construction will be prepared by an administrative service center which will be capable of responding to the demands of the three principals, the heads of school units and guidance personnel. It is expected that in some cases children will take parts of their programs outside their home unit and even outside their school level through the use of central facilities of the Park, or through inter-school talent groupings.

The administrative service center will serve to coordinate the use of common facilities, to provide maximum support of the operating units in terms of business management, communication and computer services, and to insure effective articulation of instruction throughout the grades. The administrator of the Park will have major responsibility for community relations, curriculum articulation, integration and full use of the physical facilities of the Education Park.

There will be a curriculum coordinating unit operating on a park-wide basis. The Park administrator, a curriculum coordinator for the park, subject area supervisors or coordinators, and the heads of the three schools will make up this curriculum committee. This committee will be the principal instrument for achieving articulation among the three school levels.

It is expected that a supervisor of guidance will be assigned to the Education Park to oversee and coordinate the activities of the licensed counselors. This supervisor will serve as the guidance representative on the Park curriculum committee.

A business management office will include a manager to direct such business affairs as teacher personnel records and payroll, supply and distribution of materials, maintenance, transportation and food service.

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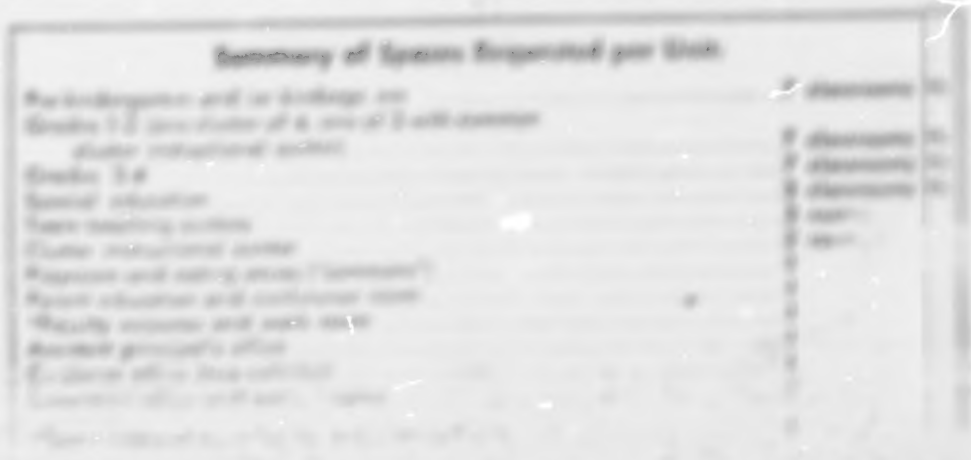
PART II:

Physical Facilities

Primary School Instructional Spaces



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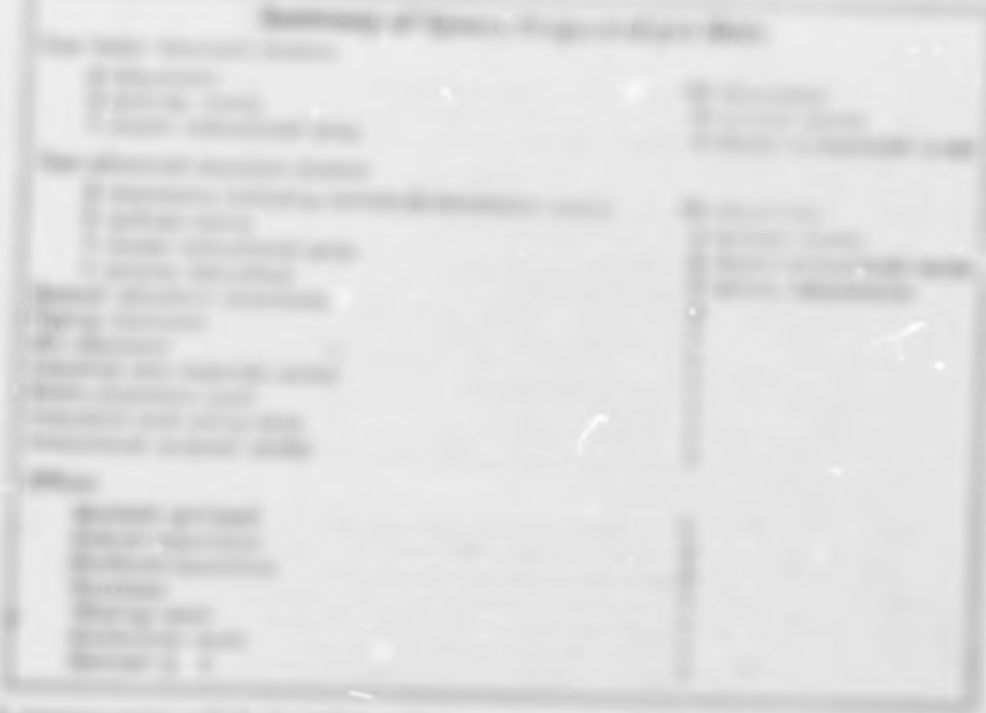

Comprehensive High School Instructional Systems

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and high school levels, and for those in the community, or within reach of the park during after-school, evening and summer programs. The items requested are:

a. A training pool, of constant depth (3-4 feet), perhaps 30 feet x 60 feet in size. This is intended to provide means of familiarizing children with the water and to train them in basic water safety, floating, treading water and basic strokes. The size of this pool is sufficient to permit children to master basic water-safety techniques without fears that may be aroused in a deeper pool. The depth is sufficient for the teaching purpose and the cost of such a pool is considerably less than that for a full-sized competitive pool with provision for diving.

b. A competitive pool, with full depth at one end for diving, and standard 25-yard length. This pool will be used chiefly by high school classes, but will be open for use by advanced swimming groups from the intermediate school as well. It will be used for advanced instruction in swimming and diving, lifesaving and boating safety, and for intramural and interscholastic sports. It is anticipated that this pool will be the principal aquatic feature of the Park for recreational use by the community during after-school and summer periods.

These two facilities will develop basic and advanced water-sport skills for both intermediate and high school classes. It is planned that the pool facilities will be utilized by classes of boys and girls on an alternating basis: that is, the pool will be considered one teaching station in a cycle of physical education. The cycle will include work on the main gymnasium floors and work in one auxiliary space, with pupil capacity equal to that of the pool. The pools, then, will be jointly used by the intermediate and high school groups; while normally the training pool will be used by the younger children, some high school boys and girls will take basic training in it. This will provide especially for those beginning students in the high school who arrive from feeding schools other than those with swimming facilities.

2. Gymnasium Facilities

Gymnasium facilities for the *intermediate school* children should include the following basic elements:

a. A standard, divisible school gymnasium facility with locker rooms for both girls and boys and separate access to the gym floor by children of either sex. This gymnasium should have a high ceiling, sufficient to accommodate basketball or volleyball games.

b. A separate auxiliary gymnasium facility with standard ceiling height, in which such activities as dancing and physical fitness training may be conducted. This auxiliary facility will be utilized in cycles with the training pool.

Gymnasium facilities for the *high school* children will include the following:

a. Standard-height gymnasia for boys and girls. It will be necessary for these to be separated for access and for one of them to have separate access from a visiting team dressing room. Interscholastic basketball should be possible either in the boys' gym or by combining the two gymnasia.

b. Two separate facilities with standard ceiling height, for use by boys and girls in cycles with the pool. These auxiliary facilities will be used for physical fitness development, weight and apparatus work, dancing, golf and other instruction. The proximity to a public golf course suggests that golf training would be a useful addition to the physical education training program, for it provides realistic opportunity for continued participation in the sport.

3. Outdoor Athletic Spaces

Playing fields have been requested for the primary school units, clearly separated from the facilities requested for other scholastic levels. Playing fields for the intermediate school children should be separated from the athletic fields provided for the high school boys and girls. The outdoor space at the Education Park can be perhaps more fully utilized for athletic space than in conventional school sites because the location at Co-op City provides a landscape area already developed adjoining the school sites. To the maximum extent possible, the following playing areas should be provided:

a. A combination football-soccer field, with a 440-yard all-weather track surrounding it.

b. A field for girls' sports such as field hockey.

c. A standard baseball field.

d. Hardtop areas on which such court games as basketball, handball, tennis and volleyball may be played. These areas should be so designed that they can be flooded for ice-skating in winter, and should be illuminated so that the surface can be used for evening sports activities year-round, and for summertime dancing for those in the youth and adult center.

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4. Field House

It is requested that a simple field house be provided, with dirt floor and no special interior appointments. This should have access to the locker rooms for the high school children. It will be used for intra-mural sports, interscholastic team training and auxiliary gymnasium facilities. The field house may be designed to contain some of the facilities requested above for indoor or outdoor athletic and/or gymnasium use, depending on cost analysis.

5. Joint Facilities

Several facilities can be jointly used by both intermediate and high school children, or faculty members. Among these, the following seem most essential:

a. A training space for individual health teaching, or development of boys and girls whose physical development does not warrant assignment to regular gymnasium classes. One such space should suffice for both sexes, at both school levels, perhaps assigned two periods per day to boys and girls of each school level.

b. A classroom suite for health teaching. Four classrooms will be necessary for this instructional area, and these should be located in close proximity to each other for ease in communication among the teachers, possible development of team teaching techniques and sharing of instructional media.

c. Office space for a coordinator of physical education and health education for the Education Park, as well as offices for faculty members and chairmen of health departments, will be centrally located to improve the articulation of health education teaching within the Education Park. Office space for community center personnel assigned to the youth and adult center will also be necessary.

6. Community Relations

The physical education facilities will provide an important link to the community, and a means by which community youth will be encouraged to participate in after-school programs. The presence of Rice Stadium at Pelham Bay Park, near the site of this Education Park, will make it unnecessary for the school itself to provide a stadium for interscholastic sports. It is understood that Rice Stadium is to be rehabilitated and will be available for the interscholastic teams that may represent the Education Park.

While interscholastic sports will be part of the program at the Education Park, the unit structure of the intermediate school and high school makes a form of intra-mural sports most attractive. It is planned that children's programs will assign them to gym with others of their own units; hence the intra-mural sports will be especially attractive. Since the widest possible participation is sought, the addition of a field house for interscholastic and/or intra-mural sports would be an especially valuable part of the Education Park's equipment for physical education.

Communications System

The internal communications system of the Education Park will consist of two parts. One of these will involve telephone communications which should be provided through a central switchboard and PBX system capable of providing intercom service as well as direct receipt of calls from outside the Park. It is recommended that a telephone conduit be installed connecting all instructional areas of the Park, so that when cable-carried educational programs are available, these programs can be utilized in the instructional spaces without overhauling the walls and ceilings of the buildings.

The second part of the communications system will involve a central audio-visual control system. This will include a public address-type connection by which radio programs, tapes or records can be broadcast into the individual instructional spaces of the school, into the resource centers and into study carrels. This system presupposes that there will be a number of tape decks and pick-up facilities so that a large number of programs can be piped simultaneously to different receiving locations.

There will also be closed-circuit and open-circuit television systems. The open-circuit TV for commercial channels can be dialed directly from classroom receiving sets to be located in each instructional area. Closed-circuit telecasting facilities should be provided in all instructional areas of the Education Park in addition to the auditorium and little theatre. In addition, there should be a studio facility adjoining the communications center in which programs or taped lessons can be prepared. The TV pick-up facilities should include portable cameras that can be installed in various classrooms or instructional spaces so that a bank of lessons can be developed on tape for future instructional purposes and for the improvement of instruction. Tapes of such lessons, other television programs and instructional motion pictures should be available so that a teacher in any part of the Education

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Park can have access on request to the entire bank of films or taped instructional material. This material would be displayed in the classrooms on television facilities.

The communications center, then, will include the following facilities:

1. An audio control center for the public address system with associated audio tapes, records, FM and AM radio pick-ups, and conventional public address system equipment.
2. A television control facility for the distribution of closed-circuit programs, video-taped programs and educational motion picture clips on the request of teaching personnel.
3. A studio facility for the preparation of television instructional materials. This facility should include equipment for making tapes from TV programs produced in instructional areas.
4. Storage facility for the audio and video materials.
5. A graphics center in which visual instructional materials such as charts, overhead transparencies, etc., can be produced.
6. An office for the director of the communications center with enough secretarial space for the management of the center, and for the production of mimeographed or offset master copies of catalogs and guides to the audio-visual resources.

Library Facilities

The library resources of the Education Park will be very extensive because of the size of the Park population, and because of the growing emphasis on the use of library resources and facilities in the school programs. The growing number of non-library resources that are part of the reference centers and individual study carrels suggests that apparatus of a technical nature, and materials such as those provided by the communications center, will be part of the instructional resources used by children in resource centers. Library facilities and the professional service of library teachers will be essential in these resource centers.

The unit system of organization which the Education Park utilizes provides for a resource center in each intermediate school and comprehensive high school unit. These resource centers should be so located that pairs of them are close to each other for a quick interchange of library and other resource material. A single office will be provided for each pair of resource centers. Each resource center will have its own reading rooms, reference section, card catalog and checking desk area. The non-professional work associated with processing and repairing library books will be performed in space located at the supply center of the Education Park. For this purpose, supervisory responsibility will be allotted to one member of the Education Park library staff. Each primary school library reading room will be located and planned to serve two primary school units.

The instructional materials center will include a reference library facility for student use and a professional library for the faculty. It will also house the head librarian of the Education Park facility.

It is expected that the library teachers, freed from non-professional chores, will be able to give more complete service on the professional level to students and to their faculty colleagues. The library service for the youth and adult center, and for the evening and summer school activities, should be under the same direction as the library service of the Education Park's day school libraries. In this way, the needs of the non-day school clientele can be evaluated and served most effectively, and the possibilities of disagreement or lack of communication will be eliminated.

Science-Laboratory Facilities

1. Primary School

Facilities

No special facilities in the form of science rooms are called for in the primary school portion of the Park. Instead, each primary school classroom must have sink facilities with running hot and cold water, drainage and electric outlets near this facility. Each cluster of primary classrooms requires storage closets for science apparatus of a simple nature, such as glass jars, potting materials or rudimentary electric apparatus. Each classroom should have provision for open-shelf overnight storage of science projects that children might be working on. There should be an impervious finish on the table-tops of the children's work tables. There should be water and electrical utilities available in the cluster instructional center.

Function

It is anticipated that science instruction will take place largely within the primary classroom

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or within the classroom groups that may work out-of-doors. Some science instruction will take place in medium to large groups (one class or more), probably under the direction of a science teacher who will come to the group under instruction. Hence, there should be provision for storage of his materials and for demonstration by this teacher at the cluster instructional center. Since much of the primary science program will continue to involve pupils in individual and/or group projects, space for conducting these is needed, and "child-sized" desk or table tops will be necessary. Many of these projects may run over periods of time (e.g., study of plant growth or observation of a pet animal), so shelves near sunny windows are desirable (these might well be insulated from heat sources such as radiators or vents). Wherever possible, access to the outdoors and school garden should be provided from each group of classrooms.

2. Intermediate School

Facilities

For the younger pupils in the intermediate school, a separate science work area should be set up to service each group of five to seven classes. This area should have provision for television reception, projection by various media, display areas for objects under study and writing areas for pupils.

Each classroom will have running water and electric current, with project space available in which individuals or groups may conduct science projects in a certain amount of privacy, but under observation by their teachers. Closet or cabinet space will be necessary for science equipment in class use, and, as in the primary school, it is expected that pupil work tables will be the setting for much science activity.

For the older pupils in the intermediate school, science complexes will be necessary. These should consist of laboratory-demonstration rooms, science demonstration classrooms and general classroom space for science instruction. Science storage space and laboratory preparation rooms should be provided with each science complex. Utility lines should be so designed that the science demonstration classroom may eventually be converted into a laboratory-classroom, and that the general classroom may be converted into a science demonstration classroom. These science complexes should have provision for combining the laboratory room and the demonstration-classroom into one for large group instruction.

Individual project space should be provided in each science complex, to provide space for 10% of the pupil population to work on individual or group projects outside of general laboratory rooms. This space should be under visual control of science teachers or laboratory assistants. In the same area, individual laboratory-table carrels should be provided for each faculty member in the science complex.

Function

The transition from almost completely self-contained science instruction to almost completely departmentalized instruction will take place in the intermediate school. Hence, at the early years of this school, science instruction will take place largely within the classroom or in the adjoining science area. At the later intermediate years, science instruction will take place in a more formal manner, utilizing the facilities of the science complex. Younger children capable of benefiting from the latter type of instruction will be permitted to utilize the "upper" facilities.

Much of the instruction and science activity will still involve the use of science concepts closely related to a cluster of other areas, such as social studies. More individual and group projects may be underway, and space must be provided in which such work can be conducted more or less independently and separate from the work area of classmates. Teachers should have space in which to conduct individual projects with children, to review apparatus and or equipment with them, and to prepare lessons or demonstrations undisturbed by others; hence, cubicles for teachers in the individual work-area will provide not merely visual control of the work-area, but space for teachers' offices as well.

Some of the pupils will utilize science materials drawn from the supply room for home or outside school use. The science supply room will provide access to such materials, as well as a source of stored projects or demonstration materials temporarily. Laboratory facilities should be flexible enough to provide for groups of up to five or six pupils each to work occasionally on projects, and for individuals or teams of two to function most of the time. Furthermore, laboratory facilities should be so designed as to permit rearrangement of much of the equipment as demands change.

3. Comprehensive High School

Facilities

Science demonstration classrooms should be provided with closed-circuit television capabil-

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ates. The rooms should be able to room the entire front or demonstration portion of the room, and classroom monitor sets should be large enough and numerous enough to provide each student with a direct view of the screen. Each of these rooms are equipped should be located centrally so that the adjacent demonstration classroom can be combined with it for large group instructional purposes.

General classroom space should be located next to demonstration rooms and should be divisible into two or more instruction-type rooms to house groups up to 15 in number. Demonstration classrooms should be built with utilities already installed so that they may eventually be converted into laboratory-type rooms. These utilities lines should include not only water, waste and electric power, but gas and empty conduit lines which might be utilized for telephone cables or compressed air. Ventilating facilities would be necessary for all laboratory rooms, and should be provided in such a manner that demonstration classrooms and general rooms might be added to the cooling system in the future without serious structural change.

Preparation rooms should have direct access to both laboratories and demonstration rooms. Individual study stations for 10% of the total capacity of the classrooms and demonstration classrooms should be provided with laboratory-type utilities and teacher stations. These study stations should not be assembled in larger numbers than ten at any one location and should be interspersed with teacher carrels.

Personnel

It is expected that all pupils will study the minimum of two years of science and that academic or general diploma candidates will study an average of 3.5 years of science beyond this minimum. In the comprehensive high school, pupils will be encouraged to conduct individual and or small group experimental studies, and to conduct relatively lengthy science projects; hence, facilities for conducting and storing these projects will be necessary. Ultimately, it is expected that the most talented science students will be conducting virtually individual course work or pursuing individual science topics in the central science facility of the Park. Individual study areas will be available beyond the normal school day for some of these purposes and pupils will utilize pieces of science equipment on such work both in school and outside school.

Faculty members will be more numerous than in the intermediate school and provision for subprofessional or nonprofessional personnel as assistants, laboratory assistants, school aides, etc. Provision for each of these must be made in the preparation rooms, department offices or laboratory-classrooms. Space for faculty members to meet in small groups, for teacher, guest or for similar purposes must be provided. A larger room may be considered for this purpose, or three or four conference rooms may be grouped together to achieve this end.

Pupil Personnel Service Center

The pupil personnel service center will be centrally located for accessibility to the public as well as to the various school units of the Education Park. It will consist of the following facilities:

1. *Medical Suite.* This facility will provide space for all school health service functions for all units of the Park with the exception of first-aid and emergency room services. These will be provided in areas associated with the school gymnasiums. Sufficient space should be provided for the following:

   a. Three clinics for school nurses with associated examining rooms.

   b. One secretarial-type office for the medical secretary. Space should be provided for central school records.

   c. One dental clinic.

   d. A waiting room sufficient to seat up to 20 people comfortably, with access to the nurses' offices, examination rooms and dental clinic.

The approximate areas requested are as follows:

Examination rooms	3 @ 375 sq. ft.	1,125 sq. ft.
Dental clinic	1 @ 190 sq. ft.	190 sq. ft.
Secretary's office	1 @ 325 sq. ft.	325 sq. ft.
Waiting room	1 @ 215 sq. ft.	215 sq. ft.
		2,865 sq. ft.

2. *Guidance Suite.* This facility will provide specialized guidance services for the children enrolled in the Education Park, and on referral for children in outside schools. In addition, some guidance services will be provided for out-of-school youth and for adults in the community who will be involved in occupational orientation

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...ing. The other facilities required are for the following purposes:

a. Individual and financial aid for needy board students.

b. Vocational counseling and placement service for graduate students to go directly to work.

c. Guidance service for out-of-school youth and adults.

d. Provision for a Bureau of Child Guidance, including psychologists, school social workers, etc.

e. A waiting room and reception room sufficient to seat up to 250 people comfortably, with access to these other office areas.

3. Office space for the supervisor of personnel assigned to the Education Park should be provided in the pupil personnel service center.

4. Pupil records must be available to the pupil personnel service center. Therefore, a semi-centralized office with access to the Education Park's computerized record system is necessary. This office must be capable of processing and mailing transcripts of records of all children who attend or have attended schools in the Education Park.

5. Provision should be made for an office for the attendance teacher assigned to the Education Park.

6. An administrator of pupil personnel services, responsible to the head of the education park, will have an office in the pupil personnel service center. This official will coordinate and schedule the services provided at the pupil personnel service center, and will supervise the operation of the record system. He will also be authorized to authenticate transcripts of student records.

Central Supply Facility

The Education Park will present a vast quantities of supplies of different kinds. It is planned that a single supply center will be established in which the supply functions of the various units of the Park can be carried on, and in which certain types of service maintenance and repair work can be conducted to service the equipment with which all units of the Park are furnished.

The functions of the supply center will include the following:

1. Inventory and requisition
2. Reception
3. Storage
4. Issuance and delivery of supplies

A warehouse type facility approximately 75 feet x 200 feet on one level is needed for the handling of supplies. There must be facilities for unloading trucks at one end of this warehouse, and a facility for delivery and distribution at the opposite end. All materials except food will be received at this warehouse facility. These include essential supplies, general and specialized school supplies, library books and text books.

This center will provide the following services to all units presented:

1. Inventory of supplies and equipment in all categories.

2. Central requisition and preparation of requisition forms, maintenance records of materials requisitioned and back-ordered.

3. Receiving and acknowledging receipt of all books and supplies. Discrepancies will be noted and followed up by this center. Textbooks and other material will be prepared for issuance to children by having property stamped, numbered and supplied with book labels.

4. Bills will be passed for payment through this center.

5. A "pick and pack" service will be provided for all units requiring textbook editors, teachers, department chairmen, custodians, etc.) according to their requests.

6. Materials requested will be delivered by supply personnel to the point of use (classroom, office, laboratory or gymnasium).

7. Pickup and transfer services will be supplied for the interchange of supply material.

8. All necessary supply records, reports and records will be retained at the supply center.

It is recommended that the supply center be staffed by non-professional personnel. These personnel should be, however, specially trained to handle their new supply functions. The supply center will be headed by a storekeeper who will be responsible for managing the operation. A secretary assigned to the storekeeper will assist him in preparing requisitions, handling receipts, and performing other clerical functions.

Adjoining the supply warehouse will be storage facilities for mobile custodial equipment (e.g., vacuum cleaners and floor polishers) and for delivery vehicles for the supply center. Facilities for minor repairs on this equipment will be needed unless a transportation shop is included in the Park's industrial arts or vocational complexes.

Connected to this warehouse facility (either on a second floor or in additional space) bookstacks and a library workroom will be established. The bookstacks should be capable of storing several textbooks from all three school levels.

Food Service

Outdoor Facilities

1. The Rights

2. The Parents

3. The Professional Staff

4. The Community